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*Journal* OF THE



Association for Education by Radio

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# The Association for Education by Radio

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**THE JOURNAL OF THE AER**

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Chicago, Ill.

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# The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

228 North La Salle Street

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Volume II

DECEMBER, 1942

Number 4

## Enlisting the Teacher's Support of Radio

To the Editor:

In reply to your request for a brief article on the subject of "Teacher Support for Radio," I have requested Dr. Levenson\* to prepare a statement to which I have added a paragraph or more.

We are thoroughly convinced through experience with the radio since 1925, that the most significant factor in the use of the radio by school teachers is that of definitely preparing the radio script to fit in with the required or at least outlined work which the teacher feels she must perform anyway. Those who state frankly or even imply that the curriculum is antiquated and without value are merely condemning poor curricula. Any school system which represents itself as maintaining a curriculum that is not vital and worthwhile condemns itself as being unworthy of public support. Once you assume that the curriculum is of genuine value to children, then the purpose of a school radio program is to contribute to the work of the teacher so as to make the curriculum more vital and interesting.

If we had an abundance of outstanding talent on the supervisory staff, then we would not need the radio. The fact is that such talent is limited and it is only by means of the radio that the great body of classrooms will ever have a continuous series of professional services for each and every subject or activity.

Very truly yours,

H. M. BUCKLEY,

Assistant Superintendent  
Board of Education,  
Cleveland, Ohio.

How can school radio services be organized and administered so as to get a maximum of teacher support? The problem is in no sense unique. Substitute other activities for "radio" and one is confronted with a common situation faced continually by the school administrator. How can a maximum of teacher support be enlisted for many activities: effective use of visual aids, modern methods of de-

\*Supervising Director of Radio, Board of Education, Cleveland, Ohio.

veloping reading skills, developing new concepts of a global world in an Air Age, etc.

The general recommendations are well known (1) the need of the activity or the service must be recognized; (2) its objectives must be understood; (3) its introduction must be gradual; (4) its growth must be evolved and not imposed; (5) its use must be voluntary; (6) its evaluation must be objective and democratic.

However what do these general suggestions mean as applied specifically to school radio? The potential contributions to the classroom of selected and carefully prepared radio programs are no longer debated by alert educators but it is axiomatic that the teachers who need stimulation most use radio and other teaching aids least. The administrator must use every approach to acquaint the teachers with the help they can receive from radio. The demonstration of utilization practices and the formation of extension courses are steps in the right direction.

If teachers are aware that the radio broadcasters are trying to help them in their daily work, they are more sympathetic to their radio efforts. If, however, the programs which are heard are not related to the classroom activity, then it becomes difficult for the conscientious teacher to warrant the use of class time.

In industry the progressive manufacturer fashions his product to suit the interests and needs of his probable market. He does not design a unit because he thinks it may be of some possible service. The nature of the design is dependent largely upon consumer's wishes as far as he is able to meet them. The same is true of the successful school radio program. It begins with a purpose and not with a finished script.

Every development has its "lunatic fringe." The administrator must be careful that the enthusiasm of a few does not become boundless at the expense of many. Radio has a place in the modern school. But it is a place; not the place. Too many programs poorly prepared, too much listening without effective utilization—these are

not the desideratum of the qualified school broadcaster. Each radio experience should pay educational dividends in view of the time spent. Only as the radio teachers learn to prepare and present effective radio programs and only as the classroom teachers learn to use them judiciously is the radio enterprise on a sound foundation. Too much haste will turn sympathy into indifference if not actual antagonism.

The Cleveland schools have been experimenting with radio for seventeen years, but no one—least of all the radio staff—can afford to be dogmatic about any definite "best" procedures. We are slowly learning to distinguish between the good and the bad—the "best" remains for others to judge.

The use of curriculum centers as the test tubes of educational experimentation in Cleveland has been a significant factor in enlisting the aid of teachers in the use of school radio. Because the radio lessons are developed in practical school situations, the classroom teachers have come to learn that what they hear in their rooms has been prepared in response to practical rather than theoretical or imagined needs. To a much greater degree the radio becomes a working assistant rather than an isolated novelty.

It is evident that a development which is to be not only accepted but welcomed will not be so if teachers are compelled to use it. Voluntary listening has been the rule in Cleveland. That this policy has been productive is evidenced by the fact that pupil listening time has steadily increased. Recognizing the danger of too much radio, a limit of fifteen minutes per day has been encouraged.

Just a word about the station staff. The basis of an efficient school station organization is its close relationship to the supervisory and teaching staffs. In the final analysis, its program service is but an extension of the efforts of the latter. If the station staff and supervisors work at cross purposes, there is something fundamentally wrong. Only by cooperating closely with the subject supervisors can the station staff more likely serve valid educational objectives. If the program producers re-

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## November Radio Conference Close-Ups



Left: I. Keith Tyler and Sherman P. Lawton talk things over at the AER-Stephens College Conference. Dr. Tyler, representing the AER, directed the emphasis of the conference to radio's responsibility in the peace settlement; Lawton, Stephens College faculty member, was conference director. Center: Kindergarten children listen to a recording of the Chicago Radio Council's "Mother Goose Lady" program at the School Broadcast Conference. In the utilization demonstration that followed, they reenacted the story and drew pictures. Right: Robert B. Hudson, director of the Rocky Mountain Radio Council, who was presented SBC's 1942 "Award of Merit." (Photos by Anna May Fuller, *The Chicago Sun*, and Lainson Studio.)

### Stephens College Conference

Radio's role in wartime was the underlying theme of the conference held Nov. 6 and 7 at Stephens College, Columbia, Mo. The meeting was well-attended (957), drawing delegates from eight states. Principal speakers were Charles A. Seipmann of the Office of War Information, and Dr. Louis Berg, New York psychiatrist and author. Dr. I. Keith Tyler, director of the Evaluation of School Broadcasts project at Ohio State University, officially represented the AER. In his foreword, Dr. Tyler posed the basic question to be tackled when he said, "We bungled the peace job the last time. Can radio help us to keep from bungling again?"

Mr. Seipmann, former BBC official and lecturer in radio at Harvard, outlined radio's responsibilities in this war and in the peace to follow. Through propaganda, he said, radio must (1) enable the public to know the enemy, recognize his creed, logic and ambitions, (2) must inform us about our allies, and (3) must show us our history.

"Propaganda can win the war, and must," he asserted. "Armed victory alone cannot."

Dr. Berg, longtime foe of the day-time serials, advocated offensive psychological warfare through radio. He emphasized his conviction that to put over a morale-building program by radio the industry must organize an over-all unified plan. We have a heavy task ahead to catch up with Hitler and Axis, who, he said, have used radio for their purposes since 1933. He pointed

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### School Broadcast Conference

Emphasis on more widespread use of radio in schools in connection with the war effort was stressed at all sessions of the Sixth School Broadcast Conference, held in Chicago on Nov. 10, 11 and 12. In panel sessions increased utilization of radio in education—due to the present and, in some cases, acute shortage of teachers was predicted. The Office of War Information was praised as an aid to the war effort for its services in supplying information to schools through radio.

The annual banquet session was addressed by Lyman Bryson, CBS director of education and chief of OWI's Bureau of Special Operations. Speaking on Radio in Wartime, Mr. Bryson pointed out that radio has an important function to serve as a post-war public service—not to settle questions specifically, he explained, but to provide an impartial sounding-board where the real issues can be put before the public to determine for themselves. He revealed that CBS at present has six research workers in its education department studying post-war radio plans.

The SBC's 1942 "Award of Merit" was presented to Robert B. Hudson, director of the Rocky Mountain Radio Council, and a special citation was awarded to Station KIRO (Seattle, Wash.) for a "pledge of allegiance" program broadcast to war workers. Lt. Hazel Kenyon, educational director of KIRO, who recently joined the Waves, and Gordon Davis, KIRO script writer, shared the honor of this citation. In addition, citations were awarded as follows in the annual SBC utilization

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### 1942 "Award of Merit"

Robert B. Hudson, director of the Rocky Mountain Radio Council at Denver, Colo., received the 1942 "Award of Merit" for outstanding and meritorious service in radio by the unanimous vote of the sponsoring committee of the School Broadcast Conference at the dinner held during its sixth annual meeting at the Morrison Hotel, Chicago, Ill.

Major Harold W. Kent, executive chairman of the SBC, presented the award to Mr. Hudson before the delegates attending the national conference on utilization of radio in schools.

Mr. Hudson, who was recently appointed regional consultant, Rocky Mountain States, Radio Bureau, Office of War Information, has been director of the Rocky Mountain Radio Council since 1939. The Council is composed of twenty-seven colleges and universities and educational agencies in Colorado and Wyoming, and aids members in planning and producing educational broadcasts.

Previous winners of the "Award of Merit" have been Judith Waller, public service program director, NBC-Central Division, in 1940; and Sterling Fisher, director of the NBC Inter-American University of the Air, who received the award last year.

### AER and Music Educators

Radio and Music Education in the War Effort was the theme of a meeting under the joint sponsorship of the Music Committee of the AER and the Illinois Music Educators Association, a state unit of the Music Educators

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## British Columbia School Broadcasts

By Kenneth Caple\*

To understand something of the problem of broadcasting to schools in British Columbia it is necessary to realize the great size of Canada's western province, which is well over twice the size of the State of California. It is a very rugged country, with great mountain ranges separating the isolated but fertile valleys. It is for the boys and girls in these isolated mountain valleys, in the scattered fishing villages along the sea coast, and on the islands out in the Pacific, that the *School Broadcasts* are planned. While it is true that more than half the population lives in the southern part of the province near Vancouver and Victoria, it is for the boys and girls in the outlying districts that *School Broadcasts* do their real job.

### Enriching the Curriculum

The purpose of the broadcasts to schools in B. C. is to present programs that will give new interests and appreciations, and build desirable attitudes and ideals. The aim is not to present factual material as such, but to supplement the work of the school on the imaginative side. Many of the programs are designed to present a challenge to the boys and girls and their teachers—a challenge which will stir their imaginations. As a result of this heightened interest they will be spurred to put into action in some practical form in the school, the home, or the community, the ideas they have heard dramatized on the air.

### School Broadcasting—A Continuous Growth

*School Broadcasts* in British Columbia were started by a group of teachers who felt that radio could make a real contribution to the life of their schools. The story of their work tells of well-directed enthusiasm and co-operative action. These first broadcasts to schools in British Columbia were given in November, 1936, from station CKOV in the Okanagan Valley. They were sponsored by the Teachers' Association, and consisted of a weekly half-hour Appreciation course. The scripts were written by two enthusiastic teachers, and the broadcasting time was generously given by the manager of the station. Because of the success of this experiment, the British Columbia Teachers' Federation urged that the Provincial Department of Education organize school broadcasts for the whole province. Here in Canada, the airways are controlled by the publicly-owned Canadian Broadcasting Corporation. When the Canadian Broadcasting Corporation was asked by a Com-

mittee of the Provincial Department of Education to co-operate on educational broadcasting, it did so very readily. In the first year, a radio committee was formed on which there were representatives from the Department of Education, the High School Teachers, the Elementary School Teachers, the Normal School, and the Teachers' Federation, together with representatives from the Canadian Broadcasting Corporation. This committee drew up a series of experimental programs. Because the CBS arranged to transmit the school broadcasts on all six stations of the Pacific network, good coverage was insured, despite the difficult reception conditions due to the mountains.

After the radio committee planned the programs, the scripts were written and turned over to the production staff at CBR, Vancouver, who took great care to insure first-class production. Both by giving network time and by directing the production, the Canadian Broadcasting Corporation made it possible to carry out this experiment in radio education under the very best conditions. At first there were only a few schools with the receiving sets, but when different schools heard of the interesting programs which were available on the air, they soon installed receiving sets. Now, a very large percentage of the schools in the province are equipped. However, although coverage in the southern part of the province was good, the reception in the northern part was very poor. Arrangements were therefore made to transcribe the programs and send them to the north, where they were released one week after the Vancouver origination through CFPR at Prince Rupert, near the Alaska Boundary, and then two weeks later again, through station CFGP, at Grande Prairie, in Northern Alberta. CFGP is a very interesting station, since it is on the new Alaska Highway, and its voice is heard all along this "Highway for Freedom." Through the co-operation of these two northern stations, the more remote schools are now able to hear the programs. An interesting development has taken place during the present summer. The Canadian Broadcasting Corporation has installed a chain of ten low-powered automatic transmitters through the central part of the province which previously had very poor coverage.

Broadcasting to schools in B. C. was greatly assisted by the grant-in-aid made by the Carnegie Corporation of New York, in 1938. With the assistance of this grant, a series of programs was presented which proved the value of the experiment, and as a result, broadcasting to schools has become part

of the permanent policy of the Department of Education.

The school programs go on the air from 2:00 to 2:30 Monday through Friday. This time was reserved by the CBC on all the stations of the Pacific network, and insures that the boys and girls will hear the programs as scheduled.

### Western Canada Co-Operative Broadcasts

During the past year (1941-42), an interesting development to schools in Western Canada took place. As a result of the success of school broadcasting in British Columbia, and also other experiments taking place in the three Prairie Provinces, (Alberta, Saskatchewan, and Manitoba) a conference was held at which representatives of the Department of Education of all four provinces were present, together with representatives of the CBC. As a result of this conference it was decided to carry two co-operative half-hour broadcasts a week, which would be used by the schools of Western Canada. One of these series was called "Highways to Adventure." It dramatized the well-liked masterpieces of literature. The other series was the "Junior Music Program," fifteen minutes for grades 1 and 2 and fifteen minutes for grades 3 and 4. Under

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Kenneth Caple, director of school broadcasting in British Columbia. His class comprises the whole of B.C., and on some days includes all of Western Canada.

\*Director of School Broadcasting in British Columbia.

# "We Take You Now To—"

By Kenneth G. Bartlett, Director,  
Radio Workshop, Syracuse University

## New York, N. Y.—VARIETY and Robert J. Landry:

It's very difficult to anticipate what *Variety* is planning for the month of December, but every December we are usually engaged in reviewing the year and preparing special material for our anniversary edition, which is celebrated toward the end of each December. *Variety* will be thirty-seven years old this time. Naturally there will be great emphasis upon wartime services of the entertainment and broadcasting fields and I think a rather lot about radio propaganda and such things.

It might be news to your journal that I personally made the address at the annual meeting in Denver of the Rocky Mountain Radio Council, and that **Ben Bodec** of *Variety* won first prize in a recent NBC golf tournament. Also, that **Hobe Morrison** of *Variety*, who has probably reviewed more daytime serials than any one individual, is going into the armed services.

## Hollywood, Calif.—NBC and Jennings Pierce:

I have just returned from New York where **Judith Waller**, **Tom Rishworth**, **Dr. Angell** and the other members of our staff and myself had a three day meeting on our Public Service activities. One of the benefits of this meeting as far as the west was concerned was the reinstatement of "Unlimited Horizons" (it had gone off the air July 20th). "Horizons" returned to the air Sunday, October 4th. We out here were delighted to have this program reinstated and as a result we have many new plans for the show. Among these plans is an extension into the colleges and universities as intermediaries for us. **Arnold Marquis** will again write and produce the weekly programs and we will send him out on an average of once every two weeks to interview the various professors involved. For instance, next week he goes from Hollywood to University of California, Berkely, and to the University of Nevada at Reno. In two weeks time we will have him off to Arizona and Texas.

We are again reinstating the University of California weekly programs after the summer lay-off, featuring **Hale Sparks**, well known as the University Explorer. Hale is now with the OWI but he will still voice the University features on NBC and the Blue Network. Hale's NBC program is "Fact Finders," a dialog between Hale and the Announcer discussing and bringing to light little known facts

on a wide variety of subjects.

Agriculture comes into our plans on our managed and owned station KPO, San Francisco. Here we have a daily agricultural feature 6:00 to 6:15 a. m. Monday through Saturday, the first five minutes devoted to general news and the remaining ten minutes daily to general agricultural information. All agencies of the USDA, as well as UC College of Agriculture, cooperate in this daily feature. Hundreds of USDA and UC bulletins are sent out monthly through this program.

The *Standard School Broadcast*, *Music Appreciation Hour*, returns to NBC this fall on the coast and here we have been busy with promotion and contacts with teachers through the west in acquainting them with the contents, time and availability of this significant weekly program. It is broadcast 10:30 to 11:00 a. m., PWT, each Thursday.

## New York, N. Y.—Columbia University and Erik Barnouw:

**Mr. Louis Block**, Business Manager of the Intercollegiate Broadcasting System, has worked out with the Office of War Information a plan whereby American students will from time to time broadcast by shortwave to students of other countries. The first will be a broadcast from the students of Columbia University to the students of the University of Bombay, India. An Indian student recently arrived from India will take part, telling something of an American college as seen through Indian eyes. **Pearl S. Buck** will be guest speaker on the program. The script is being prepared under my supervision. The students of Bombay will be asked to send a program in return. The program will be shortwaved and also sent to India via recording.

## Madison, Wis.—Station WHA and Harold Engel:

Politics—that's what the Wisconsin Political Education Forum specializes in as WHA grants free radio time to qualified candidates and parties so voters of the state may hear all the arguments before they cast their ballots. The "Pre-Primary Forum" granted time to the thirty-one candidates for state-wide elective offices. The regular election forum in November found the speaking assignments made by parties after representatives had mutually agreed upon time allotments.

One of the WHA contributions to the war effort is a transcribed feature made by the station and sent to the home communities of sailors attending

the Naval Radio Training School at the University of Wisconsin. Men from a certain state gather in the WHA studios and do programs for the folks back home. These are then sent to stations in the home states. **Gerald Bartell**, former station production director, handles the broadcasts.

Commander **Malcolm P. Hanson**, first operator of WHA, "the oldest station in the nation," lost his life in an airplane crash in line of duty in Alaska on August 12. He left the University of Wisconsin station in 1918 to serve with the Navy in World War I, and returned to continue his work and again operate the station. He was chief radio operator on Admiral Byrd's first South Pole expedition in 1928-30. He was known as an expert in the shortwave field.

Sixteen new programs starting in one week was what the WHA staff faced on September 28. The Wisconsin School of the Air opened its twelfth year on that date and the Wisconsin College of the Air started its tenth year. Both run consecutively through a thirty-two weeks term.

Twelve years as broadcasters for children on the Wisconsin School of the Air is the record of **Professor E. B. Gordon** (Journey in Music Land) and **Mrs. Fannie Steve** (Rhythm and Games). Both began with the project in 1931 and have presented some 350 broadcasts for in-school listening over State Station WHA, at the University of Wisconsin.

**Gerald Bartell**, WHA production director and producer of a number of the University of Wisconsin station's prize-winning broadcasts, has transferred his allegiance from radio to the United States Navy. His assistant producer, **Ben Park**, is carrying on for WHA.

## Atlanta, Ga.—Emory University and Floyd Baskette:

**Marcus Bartlett**, lecturer in radio at Emory and production manager of WSB, has been accepted for service in the Navy.

Corporal **Elmo Ellis Israel**, graduate student at Emory and assistant production manager at WSB, has been transferred to the public relations division at Maxwell Field. For nine months he was stationed at Fort MacPherson in Atlanta where he wrote and produced two weekly radio shows, "Reveille in Dixie" and "Call to Arms."

Because of wartime restrictions on travelling, the famed Emory Glee Club this year will send its musical message by radio instead of by concert tours. Arrangements have been made to present the Glee Club, under the direction of **Dr. Malcolm H. Dewey**, in a regular weekly series over WSB. Another program originating on campus of Emory is "Ask the Scientist," which

has resumed after being off the air during the summer. Emory professors are scheduled for a weekly discussion program to start over WAGA in Atlanta.

Emory University has divided its course in radio journalism into two courses, radio writing and radio production. As usual, junior radio students will get an apprenticeship training at 250-watt stations in Georgia and at WSB, 50,000-watt station in Atlanta.

Because of a highly-successful principals' workshop conducted at Emory by the Education Department last summer, it is contemplated to hold a radio seminar for this group next summer. Classroom demonstrations and talks by radio educators and professional radio workers are planned.

#### **New York—Recordings Division of the American Council on Education and Emilie L. Haley:**

We are, as you know, compiling and issuing a revision every six months of our list *Educational Recordings for Classroom Use*, which is sold to teachers for fifty cents a copy. We are also distributing the *Cavalcade of America* recordings and the *Studidisc* recordings. We also distribute the American Youth Commission recordings *Youth Tells Its Story* and the series *Youth Speaks for Itself*.

#### **Buffalo, N. Y.—Station WBEN and Charles Harrell:**

"Production for Victory" wound up on WBEN with fifteen performances. Program singled out plants in Buffalo area doing outstanding work for the war effort. Used full orchestra, actors, comedians, interviewers, and so forth. Program was written as a summer fare show. One successful feature was the "War Bore of the Week" sketch. Scripts by **Charles Harrell** and **Bill Barney**.

**Oscar Silverman**, Professor of English, University of Buffalo, returned to the air September 23 with the "Books of the Week" series.

"University of Buffalo Forum" resumed in October. Deals with post-war problems.

"Note," special dramatic program written by **Charles Harrell**, was done on September 18, 1942, 10:30-11:00 p. m. over WBEN. Program was based upon factual documentary evidence of German atrocities and bestialities performed upon Russians during occupation of districts of USSR. Much favorable comment here.

**Dr. Robert Albright**, Professor of Sociology, State Teachers College, resumed with "The Why of World Events" on September 24, 9:15-9:30 a. m. over WBEN. Program is used widely by Western New York elementary and junior high schools.

#### **Columbus—The Ohio State University and D. W. Riley:**

We aided the Red Cross in its war fund campaign by furnishing speakers and actors for programs over two local stations. We also wrote the scripts.

All our graduates who desired positions in radio are working in that field. The number of women taken is increasing. As a result of our Radio Day recently at WBNS, local CBS outlet, one girl now has her own show called "Dear Listener" which is a forecast of the day's programs. She writes the script and produces it. Another new graduate has a position in the continuity department of WCOL, another local commercial station. A letter from another recent woman graduate informs me that she is a full time announcer at KOB in Albuquerque, New Mexico. Of course, I know that the war has something to do with the greater ease with which women are getting into such jobs as announcing and newscasting, but I think that once in they will tend to remain after the war is over. **Ted Linge**, a recent graduate, is announcer for the Wheeling Steel Show over the Blue Net.

#### **Utica, N. Y.—Station WIBX and Margaret P. Bowen:**

This year WIBX offers a new and, we believe, an even more highly developed "Youth Presents" series, produced and directed by **Betty Cushing Griffin** and dedicated to the best interests of youth. Miss Griffin has rapidly established herself in radio circles as a gifted young specialist who has learned the secret of presenting youth through radio, contributing to the general educational program structure in a significant and useful manner.

"Youth Presents" is designed particularly for out-of-school effectiveness although teachers and students will see that much of the material is applicable to actual school work. These programs need not be confined solely to a juvenile audience. Grown-ups also will find much pleasure in listening. Group listening, and discussion of the programs may well be considered an important social activity in itself. Enjoyment, with roots planted in culture and education, belongs in the democratic pattern.

#### **Terre Haute, Ind.—Indiana State Teachers College and Clarence Morgan:**

My annual report on the eighth consecutive year of broadcasting by Indiana State Teachers College over Station WBOW shows a total of 298 broadcasts from the period beginning June 1, 1941, to May 31, 1942. These programs consumed a total of 4950 minutes of radio time, which was donated to the college by the local commercial station. If WBOW had charged for this time, the cost would

have been approximately \$10,000.

The staff for the Radio Division at ISTC for the academic year, 1941-42, in addition to myself as director, consisted of **Ruth Butts**, assistant to the director; **Virginia Harrell**, secretary; **Robert Ashburn**, student engineer, now serving with the U. S. Navy; and **Doris Liston**, NYA typist.

With the entrance of the United States into the war, a complete change was made in the type of broadcast originating from the campus studios. From the strictly educational program designed to supplement instruction in the elementary and secondary schools of the Wabash Valley, the programs were re-designed to further civilian morale and understanding of war work.

We are now training pilots for the Army and Navy at ISTC. I have the job of teaching radio code to every man in this work. On December 7 we are to receive 550 men of the Army for administrative work. Our campus will resemble a military reservation when those men arrive.

#### **Last Minute Bulletins . . .**

**Seattle, Wash.**—Hazel Kenyon, education director of Station KIRO, has joined the WAVES. At present she is at Smith College, Northampton, Mass., and upon completion of the four-week indoctrination course, will assume a commission of lieutenant (junior grade). During her enlistment she hopes to do radio and public relations work.

**Madison, Wis.**—On December 1 H. B. McCarty, director of State Station WHA at the University of Wisconsin, joined the Office of War Information as Senior Program Technician with the Overseas Branch. He will assume the responsibility of maintaining effective use of a portion of the privately-owned short-wave transmitters recently taken over by the government. Mr. McCarty is well-known nationally for his leadership in radio. He served a term as president of the NAEB, and at present is Region III vice-president of the AER and a member of the FREC. In accepting this government post, Mr. McCarty indicated that he plans to return to WHA as soon as his services are no longer needed in the psychological warfare effort.

**Madison, Wis.**—Harold A. Engel, public relations director of Station WHA, has been commissioned in the U. S. Army, reporting for active duty with the anti-aircraft division of the coast artillery at Camp Callan in Southern California. Mr. Engel has been active in radio education work at WHA since 1931 and organized the *Wisconsin College of the Air* in 1933. He is now serving his second term as president of the NAEB, and was formerly executive secretary of the organization.



## Recording Review . . .

By Donald L. Cherry

**Masterpieces of Literature**—Album No. 2: "Our American Heritage. Read by Wesley Addy. Six 10-inch records (12 sides) at 78 r.p.m., with teachers' manual. Recorded under auspices of National Council of Teachers of English. Columbia Recording Corporation, Bridgeport, Conn.; \$3.75.

Continuing with the work so excellently begun in the first album in the *Masterpieces of Literature* ("The Appreciation of Poetry"), the Committee on the Recording of Literature of the National Council of Teachers of English has again rung the bell in the second album in the series. "Our American Heritage" offers the calm and sincere reading (nonetheless dramatic in its very calm) of Wesley Addy, as he presents thirteen great American documents. These "significant materials for the development of ideals of citizenship and patriotism in Americans of all ages," to quote the accompanying manual, include the following: (1) The Mayflower Compact; (2) The Pennsylvania Charter of Privileges—Selection; (3) The Declaration of Independence—Selection; (4) Washington's Farewell Address—Selection; (5) Jefferson's First Inaugural Address—Selection; (6) Sacred Obligations, Webster—Selection; (7) The Gettysburg Address; (8) History of Liberty, Edward Everett—Selection; (9) Patriotism, Lyman Abbott; (10) A Pan American Policy, Elihu Root—Selection; (11) Our Responsibilities as a Nation, Theodore Roosevelt—Selection; (12) Americans of Foreign Birth, Woodrow Wilson—Selection; and (13) The Promised Land, Mary Antin—Selection.

Anthologies invariably lay themselves open to question concerning the selections included, but the editorial committee has rendered a real service to teachers by courageously attempting to present some lesser-known materials in the "American Heritage." At least one ardent Wilsonian is determined that his students shall come under the spell of the scholar-President's precise and masterly "Americans of Foreign Birth." Those seeking to vitalize the understanding of American democracy, whether it be in English or social studies, will find in this album a ready implement. Speech classes, as well, should find these recordings worthy of careful examination. It is to be hoped that the work of the National Council of Teachers of English in the recording field will be continued—and will stimulate teachers' organizations in other subject-matter fields to explore the advisability of entering upon similar projects.

The teachers' manual provides background information and instructional suggestions. The quality of the recording is highly satisfactory.

## The Oldest and the Newest

By Morris Diamond

After reading the September issue of *The Journal* in which were mentioned recordings of programs, I was struck by the fact that an inconspicuous organization (American Classical League), of which I am a member, has been doing for some time what few other people have even given thought to; namely, making available for anyone who wants them recorded copies of school radio programs.

Two years ago the New York Classical Club sponsored a series of seven radio broadcasts over WNYC presented by high school students of Latin. The general theme was "Patriotism." (This was before Pearl Harbor.) I was asked to prepare the first program. Our school did not even have a radio receiver. However, I had a home recorder with which I was recording history in the making.

So that we might be able to present our program to all the students later I recorded it "off the air." (With only one turntable a few lines were naturally lost in changing records.) Thinking that the other programs might also appeal to our boys, I recorded them and, in addition, recorded a faculty forum on the study of the classics in secondary schools.

When the director of the Service Bureau of the American Classical League heard the recorded programs, she thought it would be fine if they could be made available to other schools served through the League Service Bureau. Thus I obtained a second machine for "dubbing." (I now have three recording machines, not to mention accessories.) Announcements were sent out through the monthly organ of the League, the *Classical Outlook*, and results were astonishing. Apparently this was just what Latin teachers throughout the country wanted. On the original and only announcement which appeared over a year ago requests for records are still coming in. With each program we send instructions on the care of acetate records and the use of special needles for playing back the records.

Meanwhile the National Information Service of the American Association of Teachers of French—quite analogous to our organization—heard of our work and arranged to have their radio programs recorded. Copies of their programs on French topics are now distributed nationally to those interested.

The first series of Latin broadcasts having been so successful, arrangements were made with Station WYNY for a second series. The theme—this was after Pearl Harbor—was to be "America at War." At first it would seem far-fetched to drag the war into

a Latin program, or vice versa, but Latin teachers are accustomed to attempt the impossible. But, it is not too difficult to compare Hitler's campaigns with those of Julius Caesar or to compare the democracy which Cicero was vainly trying to save with ours, or Roosevelt's speeches "in Hitler-em" with those of Cicero "in Catilinam."

To be brief, the second series was even more successful than the first, especially in a "mechanical" way. For I had now obtained a portable professional-type recorder and had made arrangements with the various schools to visit them and rehearse with them using the machine, first as a public-address unit, then making actual recordings and playing them back to the cast. How useful this proved to be needs no telling. A copy of the recording was made and sent to the school so that the cast might study their weak points and learn exactly how they would sound "on the air." Incidentally, these recordings I made at the school served another purpose. We wished to have a good original or "master" in case anything occurred to mar the recordings we intended to make of the actual program, (an inopportune electrical storm, for example). You see, this time we were looking ahead to recording the programs and making them available to other schools.

To make the entire educational program more complete the radio scripts have been prepared in mimeographed form and are made available at a nominal cost, together with the records. In addition an article was prepared indicating to teachers how they may introduce the radio technique into the classroom and even to convert their radio receiver into a public address system. There is also included information on home recorders.

Thus, one of the oldest of the secondary school subjects is combined with the newest of educational techniques to make for a richer education for secondary school students. We are now looking forward to our third annual series to be entitled "Victory for America."

### How to Listen

How to make the best of radio listening time is the subject dealt with in a 10-cent booklet issued recently by the Committee on National Morale. Titled *How to Listen to the Radio*, the booklet was authored by Dr. Louis Berg, psychiatrist; Dr. Matthew N. Chappell, consultant to C. E. Hooper, New York research firm; and Maurice Dreicer, radio commentator currently heard on Station WBNX, New York.



# Library-Radio Relationships at Iowa State College

By Victoria Hargrave\*

For reading guidance Iowa turns to WOI and the Iowa State College Library. That sounds like rather a sweeping statement, but a review of the successful relationship between the college-supported station and the library show that the book programs have a marked influence on the choice of reading of many Iowa families.

It all started back in 1925 when the station received many requests for programs of an inspirational nature. The audience felt that listening to musical programs and book reviews would lessen the drudgery of farm and house work. To answer this need library staff members presented book reviews weekly over WOI. These reviews were summaries rather than critical comments. Their object was to give the audience an acquaintance with entertaining and worth-while books and to stimulate a desire to read the books. In 1928 the program was extended to include daily readings from a novel. This quickly became the most popular of all programs sponsored by the library. The books are read almost in entirety; some incidents inappropriate for radio use are cut as are long involved passages which slow down the action too much. The current reader at WOI is now reading the 275th book to be broadcast in this series.

Just as Iowa State College was a pioneer in this sort of program, it was also the first to establish a book club as a result of radio broadcasting. The WOI Radio Book Club was founded in February, 1930. It was the logical outgrowth of the book reviewing and novel reading programs sponsored by the library. In areas where library service was extremely limited, listeners wrote in asking to borrow the books about which they had heard. Especially they wanted the newer books—as fast as they could get them. The WOI Radio Book Club answered this demand. Current books of both fiction and non-fiction were offered to listeners on the basis of membership in the Club. The membership of the Club has increased greatly in the past 12 years. The 2617 memberships that have been issued include members living not only in Iowa but in seven or eight surrounding states. In the 152 months of the Club's history, 48,293 books have been circulated.

A catalog of the books in the WOI Radio Book Club is issued in frequent editions which are supplemented by mimeographed lists of new accessions. Publicity is given to new books added to the Club each Monday and Friday

morning when brief reviews are given by a library staff member midway in the popular Music Shop program.

In September, 1942, the programs of book reviews were set at 11:15 a. m., a uniform time each day of the week. On Monday "Backgrounding the News" presents an analysis or digest of some book on the war effort or on the nations at war. On Tuesday the time is given over to the reading of a short story. The Iowa State College Committee on Civilian War Activities cooperates with the library in presenting discussions or interviews of topics concerned with the war on Wednesdays. The "Book Chat," broadcast on Thursday, is a review of one or more current "best sellers." Since the outbreak of the war the "Magazine Rack" has been devoted to selections from two or three articles allied to the world situation. This program is given on Friday. To round out the week, the History and Government Department sponsors a discussion of current problems at the Saturday time.

As a service to Iowa librarians and various groups in the state, weekly schedules of the library-sponsored broadcasts, giving the authors and titles of books to be reviewed, are mimeographed and sent to those groups requesting them. They are designed to be displayed on a large poster giving times of the broadcasts and bearing the pictures of staff members who broadcast the programs. These posters are revised from time to time.

A broadcasting service as comprehensive at that of WOI, with its varied programs, becomes known in the state as an authority of unquestioned reliability. Thousands of letters received by the station request everything from copies of religious talks to advice on when to cut the last crop of clover. The book programs, too, inspire many requests. "I'm giving a club paper the end of the month. Can you suggest some books with material on women in defense? I heard a talk on that the other day over your station." Another woman may ask for a list of books for her fifteen-year-old daughter to read. And there are letters, too, that say, "I'm a busy woman and don't have time to read. Please send me a copy of the book review heard last week so that I can read it at my club. Also send me something about the author's life."

The library serves as a clearing house for requests such as these. The extension librarian who has general charge of the radio programs sponsored by the library answers such requests or refers them to the proper agency. Radio Book Club members also ask for

reading guidance. The resources of the Iowa State College Library are behind the carefully chosen current collection of the Radio Book Club. One member has borrowed practically every book on photography in the main library through his Radio Book Club Membership. Ministers in small towns with inadequate library service find memberships almost indispensable.

The prevailing attitude toward the book programs seems to be that if the books are recommended by Iowa State College, they are suitable for either home or library use. The selection of books to be read or reviewed must be made much more carefully when small town libraries use suggestions made over WOI as guides to library purchases. Many small libraries are run by volunteer clubwomen who have little time to read or examine many books.

One librarian wrote, "Since April, 1933, I have chosen books for the library from the reviews, from your catalogue, and request books from the patrons; since I have found that books selected by your staff are from the best current literature and I can hand them to the public with a clear conscience. I must have more than 200 of them." Since most librarians in small conservative communities must buy books that will not offend their patrons, selection of books to be read or reviewed becomes even a heavier responsibility. Another librarian wrote, "Those in the community who do listen to the WOI reading period always seem anxious to read the book after it has been finished over the air. I always have requests for the book being read, and I always find it a good recommendation for a book to be able to say, 'It was read from WOI.'"

There has been much interest of late in the effect of radio on the sale of books. In 1939, Alberta Curtis, under the direction of Paul F. Lazarsfeld, Director of the Princeton Radio Project, made a study of Station WOI. Her report, "Listeners Appraise a College Station," (Federal Radio Education Committee, 1940) included an analysis of the effect the book programs had on the sale of books as shown in requested fan mail. She reported that "On three successive days, February 28, March 1, and March 2, 1939, listeners to the WOI novel-reading program were asked to write in to the station if they had ever bought books suggested by the programs. The total number of pieces of mail received was 607, of which 360 indicated actual purchases or intention to purchase. The number of actual titles listed as bought, totaled 635, and by adding

(Continued on page 8)

\*Extension Librarian, In Charge of Library Radio Programs, Iowa State College.

## AER Reviews . . .

**How to Build a Radio Audience**, by Howard Rowland (Bulletin No. 50, Evaluation of School Broadcasts, Ohio State University, Columbus, Ohio).

Reviewed by CATHERINE C. EDWARDS

How did advertisers build up the tremendous listening audiences for commercial broadcasts and can these same methods build a comparable audience for purely cultural programs? The author approaches his survey of this question by designating radio programs "which entertain while they sell products or services" as "competitive communication," while those which "promote cultural interests, general education, or some collective purpose or goal" as "cooperative communication."

These new designations are welcome since there is much overlapping when the term commercial or entertainment is used as the opposite of sustaining or educational. Indeed the example given in the Bulletin of how one community went about increasing the listening audience for a cultural program is that of the P.T.A. campaign in South Pasadena, California, in behalf of the "Cavalcade of America," a sponsored broadcast.

Under our present advertising-dominated system of broadcasting, the author holds out scant hope of being able to gain for cooperative communication the most important asset of commercially sponsored programs, that is, their accessibility through the use of many stations and choice listening hours. He states that these will go to the highest bidder so long as they are for sale. But he does recommend utilizing to the full the fine showmanship and intense promotional methods which have made commercial programs so successful. Radio workshops in schools and colleges or as community projects similar to the widespread Little Theater movement should be encouraged as a means of discovering and developing talent in writing, directing, acting and publicizing cultural programs. In addition the author warns that the program must be at the grass roots or widely popular level and not beyond the previous experience of the mass of listeners. Also because radio is an instrument for mass communication, but not for discussion or other participation on the part of the listener he recommends the formation of listening groups in order to keep alive in our people a sense of sharing a national culture.

The section on *Shortcomings of Radio Advertising* is a clear-cut and well-balanced analysis of the present radio picture. However, the author does not look upon increased Federal control as a remedy. He also points out that the present use of radio by

the Government whereby rival Governmental agencies frequently attempt to stress their own importance—retains too many of the competitive audience-building activities of advertisers, and that "verbal competition between bureaucrats" may be even less socially desirable in its results than "those accruing from verbal competition between business firms over the radio."

The author makes a final plea to radio to realize its possibilities for reaching the hearts and souls of the people by inspiring a new "faith to live and die for."

**Radio in State and Territorial Educational Departments**, by Carroll Atkinson. (Meador Publishing Company, Boston, 1942) 136 pp., \$1.50.

Reviewed by DR. A. L. CHAPMAN

*Radio in State and Territorial Educational Departments* contains a history of broadcasting as an educational and public relations tool in State and Territorial Educational Departments in the United States. The content of the book consists largely of quoted reports from each of the State and Territorial Educational Departments and summaries or additive materials which are provided by the author. The foreword contains a summary of the contents.

The busy reader can get a bird's eye view of the radio activities of State and Territorial Educational Departments by reading the foreword. This foreword, however, is relatively brief, and contains few comparisons, and statements of expected trends. The reader who knows of Dr. Atkinson's prolific writing in this field will likely wonder why he did not do more summarizing and observing on the results which the individual reports showed.

Every individual in State Departments of Education who is charged with the responsibility of educational broadcasting should read this sad story. It is a sad story because it is an account of golden opportunities overlooked. Dr. Atkinson says: "In general, it can be said that these departments have failed miserably to make efficient use of radio as either an instructional or public relations tool." Nevertheless, the record of the past can furnish a sound foundation for the future.

As a source book this publication is invaluable. It enables the reader to secure a broad view of what has been

done by State and Territorial Educational Departments and it enables the reader to select certain states or geographical areas for study. It is likely that the materials may furnish new information to some workers in educational broadcasting about their own states. This is the kind of book that one keeps handy for reference purposes.

The authenticity of the book seems above reproach. This reviewer has checked the materials contained in the book with his personal knowledge and in no case found them at variance. Since the book consists of the reports of individuals from various states and territories it is, of course, possible that some reports were not as thorough and accurate as others.

This book should be in every library where radio is taught and should be available for reference to workers in the field of educational radio, although it is not likely to have a wide appeal.

## Library-Radio Relationships . . .

(Continued from page 7)

those which gave definite intention, an estimated total of 786 books was counted. A questionnaire and an explanatory letter were sent, at about the same time, to the 349 public and association (club-supported) libraries in Iowa, asking: (a) Have you observed in your library an increased demand for books read or reviewed over WOI? (b) Have you added books to your collection, or duplicated titles, because of demand created by these programs? If so, list titles. (c) Can you quote any comments by your borrowers on (a) the book reading, (b) the book and magazine reviews?

"A summary of the replies discloses a surprisingly high positive response from the 155, or 44.5 per cent, of the 349 libraries which replied . . . Slightly more than four-fifths of the libraries which replied had observed an increased demand for books read or reviewed over WOI. . . . Interesting confirmation of the effect of these programs was found in an article by Dale Kramer, "Main Street, 1940: Sigourney, Iowa," *Forum*, April, 1940, when he speaks of the cultural life of the town: "The most important educational force is the radio, and if the literary taste of Main Street improves, it will be largely because this institution takes full advantage of its opportunities. The possibilities are demonstrated by a sharp increase in demand at the public library for titles discussed by a book commentator on the Iowa State College station at Ames."

Miss Curtis' report came both from listeners to WOI and from librarians. Her findings give weight to the conviction that for reading guidance Iowa turns to WOI and the Iowa State College Library.

## AER Reviewers This Month . . .

CATHERINE C. EDWARDS, Associate Editor, *The Parents' Magazine*.

DR. A. L. CHAPMAN, Director of the Bureau of Research in Education by Radio, The University of Texas.

## Enlisting Teacher's Support . . .

(Continued from page 1)

gard themselves as a separate entity and proceed forthwith to plan, present, and even evaluate programs in various specialized fields they foolishly assume omniscience. The objectives to be attained and the desired content of the school programs are better known by those who work closely with the teachers and children in the classroom. The form of the programs, the attractive elements, can be suggested by the program producers, but certainly they should not presume to determine what is needed in various fields and at various grade levels.

This suggests, of course, that a school station staff might well be composed entirely of teachers—provided they know the radio end as well. Certainly the school teacher who has "picked up" his radio knowledge will better understand the educational purposes of the school station than one who is limited entirely by commercial practices and who has never worked with children. The same may be said even of the technical staff. The services of the station become more functional as its basic purposes are better understood.

It cannot be repeated too often that the radio should not become one more added burden to the teacher. A live curriculum represents the most worthwhile educational program for children. Hence, with the exception of significant news, the school radio program should help the teacher do her work better, not make it more difficult. When teachers find the radio program tuned to their needs, enriching, stimulating and vitally related to planned units of work, they will welcome the radio as a friend.

## Stephens College Conference . . .

(Continued from page 2)

out that counter-propaganda is not very effective, advising that instead of fighting the enemy's propaganda we must create a propaganda of our own.

Mr. Harvey Wertz, regional director of the OCD at Omaha, praised the radio industry for the splendid success OCD has had with radio. He pointed out the importance of using regional and local programs and insisted that national programs fail to do the job.

One of the most constructive suggestions to come out of the Stephens College meeting was presented by Harriet Hester of Station WLS, Chicago. Mrs. Hester urged broadcasters to adopt more of the "me-to-you" type of war programs. The big-star extravaganzas, she explained, do have an emotional effect but do not enkindle the genuine emotion which produces action from the listener.

The two-day conference was arranged and directed by Sherman P.

Lawton, of the Department of Radio and Visual Education at Stephens, and was presented in cooperation with the AER.

## School Broadcast Conference . . .

(Continued from page 2)

competition:

**Primary level**—Miss Theresa Peterson, Orr Elementary School, for her use of the Chicago Radio Council's "Mother Goose Lady" program.

**Upper elementary level**—Miss Harriet Riley, Fulton Elementary School, for her use of the Chicago Radio Council's "Let the Artist Speak" program.

**High school level**—Miss Maude Nelson, Taft High School, for her use of the Chicago Radio Council-WBBM production "Young America Answers."

Conference director was George Jennings, acting director of the Chicago Radio Council, and the program was presented in cooperation with the NAEB and the AER.

## AER and Music Educators . . .

(Continued from page 2)

National Conference on November 12th. The role of music students and music teachers in the schools is particularly significant in the war effort, and in this connection the field of radio obviously plays an important part. Experts from both fields exchanged views and discussed ways and means for the implementation of the Wartime Program of Music Education and Radio.

The keynote address was given by Lyman Bryson, Director of Education of the Columbia Broadcasting System and Chief of the Bureau of Special Operations in the Office of War Information. William Knuth, Chairman of the Music Department of the San Francisco State College, member of AER Music Committee, and a pioneer music educator in the field of radio, presented the viewpoint of the educators concerning opportunities for radio education in the war effort. Thomas Rishworth, Public Service Director of the Eastern Division, National Broadcasting Company, William D. Boutwell, Director of Information, U. S. Office of Education and Sterling Fisher of the National Broadcasting Company, also spoke on the program.

Miss Frances Chatburn, President of the Illinois Music Educators Association, presided at the meeting.

## Music Educators National Conference Radio Programs

**I Hear America Singing**, MBS, Saturday evening, 6:00 to 6:15 p. m., EWT, between October 10 and December 15. Broadcasts by schools, colleges, and community groups under the sponsorship of the M.E.N.C., and emanating from Philadelphia, Denver,

Los Angeles, Baltimore, Cleveland, Des Moines, and Lexington, Kentucky. Others to be announced.

**High School Victory Corps**, Blue Network, Tuesday afternoon, 2:30 to 3:00 p. m. EWT, M.E.N.C. providing music portion of programs and cooperating with the U. S. Office of Education, the National Education Association, and the War and Navy Departments.

**Music on a Holiday** — Music for Victory, *School of the Air*, CBS, Tuesday 9:15 to 9:45 a. m., EWT, 2:30 to 3:00 p. m., CWT; 9:30 to 10:00 a. m., MWT, and 1:30 to 2:00 p. m., PWT. Programs are planned through the M.E.N.C. and the O.W.I.

**New World Music**, Inter-American University of the Air, NBC, beginning Thursday, October 15, from 11:30 to 12:00 p. m., EWT.

## Speech Teachers Discuss Radio in Wartime

The Radio Section of the National Association of Teachers of Speech, which is to meet at the Palmer House, Chicago, in December, is planning a program devoted to the place of radio education during wartime. Governmental agencies, as well as national networks, will be represented for the first time, and an especially large turnout is expected to listen to discussions of "Radio Propaganda in Wartime," and "The Place of Radio Courses in Wartime."

The meeting has been planned by E. W. Ziebarth, Director of the Minnesota School of the Air, who is national chairman of the Radio-Speech Section.

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## British Columbia School Broadcasts . . .

(Continued from page 3)

this scheme programs were produced alternate weeks from Vancouver and Winnipeg. These gay music programs were thoroughly enjoyed and appreciated. Because the expense of these programs was shared by the four provinces, first-class programs were put on the air at a very low cost to each province.

### National School Broadcasts

During the present school year, 1942-43, a new development of broadcasting in Canada is to be tried out. As a result of a conference held in Toronto in April this year, a *National School Broadcast* will go on the air one day a week. This is a co-operative effort of the Department of Education of all nine Canadian provinces, together with CBC, and is a direct result of the success of the Western Canada co-operative broadcasts of the previous year. This program will originate each week in different parts of Canada, and will interpret to the boys and girls of all Canada, life in each Canadian province. The series is to be called "The Heroes of Canada," and will dramatize true stories of the pioneer men and women who pushed back the frontier and helped to make life in Canada as we know it today. This series will not dramatize so much the famous people, or the great, but will tell the story of the ordinary men and women who struggled with conditions in their own communities.

### News Commentary

The first six or seven minutes of the *National School Broadcast* will be used to give a news commentary of the affairs of the week. This newscast will be prepared especially for the boys and girls in the Schools of Canada, by the Canadian Broadcasting Corporation's news editors. This service ought to be an outstanding development in school radio in Canada. Dr. Charles Siepmann of the Offices of Facts and Figures, Washington, D. C., said recently after investigating Canadian radio, that "The CBC news bulletins are the best I have ever heard."

### Teachers' Bulletin

The *Teachers' Bulletin* is issued free twice a year to all teachers in the province using school broadcasts. This bulletin, as well as giving explanation of utilization practices in school broadcasting, gives a complete outline of the different series of broadcasts for the term, together with details suggested for pre-broadcast discussion, and post-broadcast activity. It is felt that by issuing the Bulletin twice a year, fresher material may be presented than if the entire series were planned for a full year ahead.

## Programs

The programs are planned in a broad way, and do not adhere closely to subject classification. The broadcasts are planned to integrate several phases of the school work. While they do not follow closely the B. C. Curriculum, they are built around the general ideas stressed in the Curriculum. Programs run for series of five to twenty-four weeks, the length of the program depending on its importance and usefulness in the classroom.

**The Great Wonderers**—This program dramatized the lives of great scientists, and ran alternate weeks through the whole year. Each program presented in lively and dramatic form the struggles of a great scientist, and showed how he had wondered about his problems, and as a result of his struggles, had made a real contribution to our life today.

**From Marco Polo to Me**—This series on transportation was a very popular one with the youngsters, and was planned for the 9 to 12 year olds. It was a gay fantasy of the adventures of a little mouse-of-a-man, Charlie Chickenick, who because he was tired of this bustling twentieth century, was taken back through the centuries by the Spirit of Progress, so that he might experience every type of transportation, from hobby-horses to stratoliners. It was kept gay and amusing, but at the same time created great interest in the schools, and stimulated many interesting projects on the subject of Transportation.

**Highways to Adventure**—The Library Series was produced co-operatively by the four western provinces, and presented each week in dramatic form the first part of one of the well-loved stories of childhood. The idea of the series was to interest the youngsters in reading, so that after having experienced the first part of the book on the radio, they were anxious to get the book from the library and read the rest of the story.

**The Mighty Fraser**—The river which drains the great central portion of British Columbia is the Fraser River. In the series "The Mighty Fraser," the old river comes to life, and in fourteen dramatized episodes, he tells the story of the doings of the Indians and the whites along his banks as he has seen them through the years. This series made a tremendous appeal to the youngsters who, at the beginning of the series, listened in the classrooms with great, blank, outline wall maps of the province, and then each week following the dramatization, put in on their maps the places, the routes, the trails, etc., of the explorers who opened up the country. In this way, the map of the province came to life, and children in their enthusiasm built miniature replicas of the early forts and trading posts, and of the bridges and canoes of the early settlers.

### Music Programs

Perhaps the most important and useful broadcasts to the rural schools are the Music programs. This is because so often in the little rural school, the teachers either are not able to do a first-class job in music teaching because of lack of training, or lack of equipment. Therefore, programs were integrated closely to the grade level.

**Mother Goose and Her Music**—This fifteen-minute series is planned for the little folk in grades 1 and 2. It is a charming, weekly fantasy of Mother Goose and her friends, Jack and Jill. Mother Goose sings the songs of early childhood, and has as her guests "magic" visitors, who play the melodies on different instruments. Jack

and Jill participate in the rhythm bands and generally enjoy the story.

**Alice in Melodyland**—This program takes the next fifteen minutes after the "Mother Goose" series, and is built along similar lines, but to suit grades 3 and 4. The boys and girls in Melodyland have new, interesting experiences in the world of music.

**Musical Pathway**—Musical Pathway is the title of the music series for the Intermediate School. This series is being changed from time to time in form, always presenting new and varied kinds of music. For instance, one short series of broadcasts was given on the "Music of the Dance." Another series, the dramatization of lives of the composers, with illustrations of their music. Another short series was given on "Jazz and Swing—its place in our world today," together with illustrations of "The Great Masters of Jive."

**My School and Me**—A very popular series which ran for fourteen weeks, was this series "My School and Me," in which a group of lively Grade 7 youngsters wonder and worry about the problems of their school, and about themselves. The series was aimed to create new interests in problems of health, and to generally promote character education. Each program was presented in a lively dramatic form, in which a group of youngsters had to face some problem. The story told how they handled the problem, sometimes solving it, and sometimes the solution was left to be solved by the boys and girls in the classroom. The characters in this series have now really become part of the life of many of the schools. You may drop in practically anywhere in the Province and find a "Buddy," the tough boy, or a "Sticky Willy," the aesthete of the show. The teachers felt that when the radio personalities "Buddy" and "Sticky Willy" presented problems to the listeners in the classroom, it was presented in a much more vigorous manner than it could by any other medium. For instance, Buddy and his pals attack the problem of Halloween celebration and convert their gang from being a destructive element in the community to the leaders in a socially acceptable enterprise which gave all the boys and girls a very happy Halloween. A new series of this same type is being presented in the schools in the Fall term, 1942, in which the boys and girls of the village of Waterford face realistically their day-by-day health and social situations in wartime Canada.

### The High School Series

Up until the present time, the programs have been planned for the Elementary School and Junior High School, but during the past year the Senior High Schools have been clamoring for a program of their own, so that starting last October a new series of broadcasts, specially planned for the Senior High School, commenced.

### Evaluation

The teachers and the boys and girls have helped the Radio Committee tremendously in evaluating the programs. Both by letters through the year, and by careful critical reports at the end of the year, the ideas of these listeners have developed the programs so that they became really part of the work of each individual school. Great stress is laid on the idea that the listener must do something about what he hears.

As a result of the continuous growth over the past five years, the *School Broadcasts* have become an integral part of the schools of British Columbia.